DOCUMENT RESUME

ED 073 604 EC 051 393

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TITLE	A Program for Visually Impaired Children.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE	73
NOTE	51p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *Exceptional Child Education; Guidelines; Program Planning; State Departments of Education; *State Programs; *State Standards; *Visually Handicapped
IDENTIFIERS	Ohio

ABSTRACT

Disseminated by the Ohio State Department of Education, the booklet explains how to organize programs for the visually handicapped according to the vision center concept, and describes currently available state-sponsored services for the visually impaired. Suggested philosophy and goals of programs for the visually impaired are identified, along with the population to be served by such programs. Explained are the concept, the objectives, and suggested procedures (screening, parent groups, placement, integration, physical organization, mobility orientation, daily living skills, adaptive physical activities, educational resources, study skills, channels for learning, vocational development, and use of audio equipment and teacher aides) of vision centers, which are said to combine the outstanding features of self-contained classrooms, resource teacher plans, and itinerant teacher plans. State-sponsored services available to school districts to assist in providing appropriate educational opportunities to individuals are discussed: tutoring services, student reader services, transportation, Ohio's Resource Center for the Visually Handicapped, the federal Quota Program, and the educational and medical clinic. Appendixes include a listing of suggested special equipment for vision centers, a listing of sources of equipment and materials, a guide to agencies and organizations concerned with the visually handicapped, and state program standards and teacher certification requirements. (GW)

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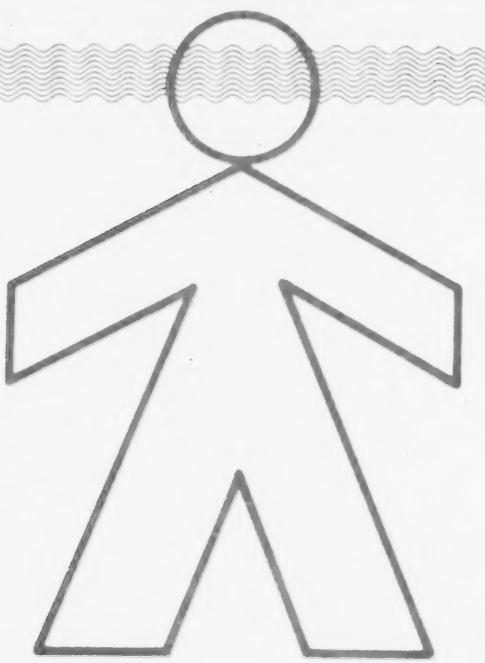
A PROGRAM FOR VISUALLY IMPAIRED CHILDREN



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A PROGRAM FOR VISUALLY IMPAIRED CHILDREN

STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

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1973

FOREWORD

A program for visually handicapped children has been in existence in the State of Ohio for over fifty years. During this time the program has been expanded and developed to meet the ever-changing needs of visually handicapped children. Changing concepts in education and medicine have created the need for new approaches in the classroom. This publication is an attempt to combine the outstanding features of the self-contained classroom, the resource room and the itinerant program in order to develop more appropriate educational programs for visually handicapped children.

This bulletin has been prepared to provide direction to Ohio's program for visually handicapped for the seventies.

S. J. Bonham, Jr., *Director*
Division of Special Education

TABLE OF CONTENTS

Philosophy and Goals 9

Population Served 10

Educational Program 11

Vision Center Concept—

- Vision Center Program 12
- Vision Center Objectives and Suggested Procedures 17

Individual Services—Visually Handicapped 26

- Tutoring Services 26
- Student Reader Services 29
- Transportation 29
- Ohio's Resource Center for Visually Handicapped 31
- Federal Quota 35
- Educational and Medical Clinic 36

Appendix A. Suggested Special Equipment for Vision Center 42

Appendix B. Sources of Equipment and Materials 43

Appendix C. Guide to Agencies and Organizations Concerned with Visually Handicapped 45

Appendix D. Program Standards 50

Appendix E. Teacher Educational Certification 53

PHILOSOPHY

Appropriate Education

Individual differences have always played an important role in meeting special needs of children in the regular class. A so-called "regular" curriculum is aimed at meeting the needs of the majority of the children enrolled. Those children at the extremes, physically, mentally or emotionally, are really not the target of conventional classroom practices. Historically, regular class teachers have pointed out the difficulties involved in meeting the educational needs of those children at the extremes while successfully teaching another 25 to 30 children. These teachers are certainly justified in suggesting that if it takes more than a minor adjustment in curriculum to meet the student's needs, that student should be brought to the attention of the special education department.

The aim of special education for children who are physically handicapped is to provide equality of educational opportunity. Since the educational needs of visually handicapped children grow out of a global concept of personal, intellectual, and visual characteristics, educators have developed a variety of school programs which increase the possibilities for optimum school placement.

If we are to concern ourselves with special needs of children, we must be able to determine which needs can be met in regular class placement and which needs, because of their very nature, require a specially trained teacher, together with some very special types of educational programs, materials and equipment.

Then, we must develop programs which offer equal educational opportunities to all visually handicapped children, even if it means changing some of our existing programs, or supplementing existing programs with new materials, equipment, and techniques.

Visually Handicapped Children

Visually handicapped children have the same goals and expectations as others. Some have average or above average intelligence and there are those who have limited mental ability. These children have the same basic needs as other children in addition to the special needs created by a loss of vision.

Visually handicapped children must be assessed individually to determine the amount of regular class integration possible. There are those children who can profit from the regular curriculum with few if any adjustments or adaptations. Some visually handicapped children can

profit from parts of the regular or mainstream curriculum. There are those children who are so limited both visually and academically that they are in constant need of special adjustments and assistance from trained teachers in the education of visually handicapped children.

Long-Range Planning for Visually Handicapped

With the basic goal of developing quality programs for visually handicapped children, the Division of Special Education has defined the following as the long-range goals for the seventies.

1. Provide continuous programs through senior high school for children enrolled in public school.
2. Develop a new instructional model combining the best components of the three present models.
3. Develop consultant-supervisory services to serve all programs for visually handicapped.
4. Expand the secondary program to include work study.
5. Develop a mobility program.
6. Develop a preschool program.

Population Served

For educational purposes, children with impaired vision do not fit neatly into the separate categories of *blind* or *partially seeing*. For this reason, educators use the term *visually handicapped* which may be defined as referring to all children and youth whose visual impairments, after correction, require special educational services.

Visually handicapped as used here will include children who have a corrected visual acuity of 20/70 or less in the better eye (*partially seeing*) and those who have a corrected visual acuity of 20/200 or less in the better eye (*legally blind*).

Ohio's Present Program for Visually Handicapped (1971-72)

At the present time there are 82.0 state-approved units for visually handicapped serving 703 students in 20 school districts. The size of the program in individual school districts ranges from one class unit in several districts to 20.0 class units in the Cleveland Public Schools.

The types of visually handicapped programs currently being used in most districts fall into one of the three following categories:

Special Class Program. A self-contained class of visually handicapped children who receive all instruction from a special teacher of the visually handicapped.

Resource Teacher Plan. Visually handicapped students are enrolled in a regular classroom and obtain most of their instruction within the

regular class. The student meets with the resource teacher in the special room for some instruction and to use special materials according to his individual requirements.

Itinerant Teacher Plan. A specialist in teaching visually handicapped children serves several schools providing part-time individual instruction to students and consultant services to regular classroom teachers who have visually handicapped students in their classes.

Educational Program

Educational objectives for visually handicapped children are much the same as objectives for children without a visual handicap. However, the means for their attainment will vary with each individual's limitations — physical, mental, and emotional.

Generally, an educational program has the following objectives:

To assist the student to make a better life adjustment;

To assist the student in developing his academic potential;

To assist the student in learning to use leisure time wisely;

To assist the student in developing his ability to become a productive member of society;

To assist the student in developing as an individual who accepts responsibility and contributes to his social group.

Programs for visually handicapped children need not be static and unchanging. Because of the change in program standards for visually handicapped in recent years, it is possible to provide an educational program for both partially sighted and blind students within the same classroom. This has enabled additional school districts to provide comprehensive programs for all of their visually handicapped children.

This check list may be used as a starting point in self-evaluation of a program for the visually handicapped. A comprehensive program will have all these features.

- A vision screening program is established to insure maximum identification. Included in this would be referrals to appropriate agencies.
- Placement criteria, placement procedures and a placement team have been developed.
- Written policies for integration have been established to insure successful integration into regular programs on an individual basis.
- Adequate individual records on each visually handicapped child are kept by the teacher.
- Classroom facilities are comparable to other classrooms in the building.

- There are appropriate aids and appliances for a program for visually handicapped.
- There is a qualified, fully certificated teacher in the classroom.
- Teacher aides or volunteers are made available to the vision program to assist teachers in the nonteaching tasks.
- Each classroom has the services of a consultant-supervisor, with certification in visually handicapped education to assist in classroom management, curriculum, and child management.
- A comprehensive program has been developed for kindergarten through grade 12. Included in this would be —
  - Individualized academic instruction based on individual assessment
  - Orientation to mobility
  - Adaptive physical activities
  - Services of a school psychologist
  - Prevocational orientation program beginning in kindergarten
  - Work-study program at the secondary level with possible involvement with a vocational program
  - Typing instruction
  - Training in daily living skills
  - Auditory training area within the classroom
  - Development of life enrichment activities including recreational and leisure-time activities
- Community resources are utilized, such as —
  - Society for the Blind
  - Bureau of Services for the Blind
  - Lion's Club
  - Others
- Parents are involved both in parent conferences and parent group meetings.

Vision Center Special Education Units

Vision Center Special Education Units for Visually Handicapped Children are designed to meet the educational needs of children whose visual acuity, after correction and in the better eye, is found to be 20/70 or less.

The Vision Center concept combines the outstanding features of the self-contained classroom, the resource teacher plan and the itinerant teacher plan. Children are assigned to the Vision Center on a full-time basis with a qualified teacher for visually handicapped children. It allows

a great deal of flexibility within the special classroom in providing an appropriate education on an individual basis. This model will also place the responsibility for assessing individual student needs and writing educational prescriptions upon the special teacher. The burden of educational accountability is upon the special teacher.

The full-time status of the children in the Vision Center can be altered only on the basis of written integration policies developed by the local school personnel and filed with the Division of Special Education. The integration policies for the visually handicapped children would be three-phased integration policies. Some children will be integrated almost full-time, others part-time and still others, not at all.

Full-time Integration — There are some visually handicapped children who are capable of profiting from regular class placement on a full-time basis with only minor adjustments in regular practices necessary.

Part-time Integration — There are some children who can profit from integration on a selected subject basis.

No Integration — Due to the type of problems of many visually handicapped children, it will be necessary for many visually handicapped children to be assigned on a full-time basis to the vision center.

Integration of a student into regular classes would be based upon written policies and upon the child's ability to profit from such integration. Before a student is accepted into the regular program, the following conditions should be met:

1. Agreement by teacher, principal, and supervisor that agree the child should be integrated.
2. The child should be on approximately the same educational level as the regular class.
3. The child should participate in all activities performed by the members of the regular class with the exception of previously agreed adaptations.
4. The necessary adaptations required must be provided through a cooperative effort by the integration team.
5. Periodic evaluation system must be devised to assure the integration team that the youngster continues to profit from integration.
6. Mobility orientation to and from the area of integration must be provided before integration begins.
7. Procedures for departing from Vision Center and entering regular class must be established before integration begins.

8. The child should possess skills and attitudes required for successful participation in regular class. For example:
   a. Taking notes
   b. Following directions
   c. Knowing when and how to request assistance

There should be no mass integration of Vision Center students into regular classes. Each child should be assessed individually to determine readiness for integration into any part of the school curriculum.

The special education instruction as needed would be provided in the following areas:

A. Personal Management
   1. Orientation to mobility
   2. Daily living skills
   3. Adapted physical activities
   4. Eating habits

B. Study and Communication Skills
   1. Multisensory learning
   2. Monosensory learning
   3. Typing
   4. Auditory and visual perception development
   5. Motor skill development
   6. Use of reference material

C. Use of Audio Equipment
   1. Use of rapid speech and compressed speech
   2. Use of taped lessons
   3. Taking notes on a tape recorder
   4. Use of tape recorder for recreational activities

D. Resources Available
   1. Local, state, and national
   2. Sources of assistance for materials and equipment

E. Vocational
   1. Orientation
   2. Skills and attitudes

Physical organization of the vision center classroom is determined by the instructional routine as well as other related activities which are part of the program. Essentials of good classroom zoning should be employed in the vision center unit. In general, the classroom should be highly structured, neat, orderly, and conducive to a program designed to accommodate a variety of activities.

The vision center unit should be housed in a regular school building and in a regular-sized classroom. The classroom must be multipurpose with consideration for the following:

Major instructional area

Small group discussion area

Audio listening center

Physical activity area

Individual work stations or carrels

Library

Aids and appliance storage area

Arts and crafts area to include home economics, industrial arts and daily living skills

Other areas as needed

Vocational planning is an important part of the educational programs for all visually handicapped students. This is a need to know the aspirations and occupational intentions of each child. It is important that the vision center curriculum contributes to the development of desired skills and attitudes which will ultimately lead to —

Realistic educational goals

Fulfillment of vocational aspirations resulting in gainful employment or continuing education

Successful attainment of educational goals

A survey to determine potential job areas for visually handicapped persons can give direction to junior and senior high programs. For job areas identified as suitable for the visually handicapped, the following information would be helpful:

Which attitudes need to be developed?

Which basic skills must be developed in the formal education program?

Which aptitudes are essential?

What are the employment possibilities?

What are the places of employment at local, state and national level?

A list of vocational records that might be found in each student's personal folder would include:

Interest surveys

Aptitude test results

Mental ability evaluation

Special educational needs analysis

Eye report and health records

Vocational counseling records

There must be an activation of available resources for the vocational phase of the program, enlisting the counsel of the following when available:

- Regional vocational counselors of the Rehabilitation Services Commission
- Vocational educational personnel
- Manpower personnel
- Employment bureaus
- Societies for the blind
- Lions Clubs
- Other community agencies interested in the employment of people in the community

Work study or work experience must be developed as part of the secondary vision center unit. Included in this would be the development of work study programs and vocational programs for grades nine through twelve. However, much work needs to be done prior to grade nine in determining vocational needs of senior high students. These considerations might include:

- Realistic goals
- Areas of strength based upon —
  - Achievement records
  - Interest surveys
  - Aptitude data
  - Psychological evaluation
  - Other tests and data
- Areas of weakness that can be strengthened
- Limitations that have little or no chance for change
- Recommendations for vocational placement for each student based upon information available.

Vision Center Objectives and Suggested Procedures

Listed below are what are considered the major components, in addition to the academic components, of a successful program for the visually handicapped. An attempt has been made to break up each of the components into objectives and suggested procedures. It is hoped that an individual teacher or entire program can take any one or all of the objectives and procedures and adapt it to the needs of that vision program.

Major components of a successful vision center program:

1. Screening
2. Parent Groups
3. Placement
4. Integration
5. Physical Organization
6. Orientation to Mobility
7. Daily Living Skills
8. Adaptive Physical Activities
9. Educational Resources
10. Study Skills
11. Channels for Learning
12. Vocational Development
13. Use of Audio Equipment
14. Use of Teacher Aides

SCREENING

Objective

To identify all children who are experiencing visual difficulty and refer them to proper medical, social and educational services.

Procedures

Establish a formal screening program for pre-school age children through a community service organization and the Ohio Department of Health.

Establish a screening procedure that is administered by a nurse, technician, teacher, or trained volunteer and is only an incomplete or general evaluation of the child's vision.

Develop a minimum procedure for screening pre-school children that would include a distance visual acuity test at 20 feet and observation for signs of eye trouble. A test for muscle imbalance should be used when the screening personnel have had proper training.

Conduct a screening of school-age children annually. The minimum frequency for vision screening is every two years. All new entries into the school system should be screened.

Refer to an eye specialist, through the parents, all children who have a recorded visual acuity of 20/40 or less in either eye or any obvious eye muscle imbalance, deviation or nystagmus.

Notify parents after a child has failed to pass a second screening or when a visual disorder has been observed. A report form, to be filled out by the doctor and returned to the referral agency, should accompany the notification slip.

Keep accurate records of eye examinations and recommendations. This is done by the person responsible for the school health service.

Make available special education services for visually handicapped children to those children who exhibit visual acuity of 20/70 or less in the better eye after correction or cannot read 18 point Jaiger print after correction.

Refer to the Ohio Department of Public Welfare, Columbus, Ohio, those children of medically indigent families who have an eye pathology such as strabismus, cataracts, glaucoma, etc.

PARENT GROUPS

Objective

To establish a parent group to —

1. Share current information regarding visually handicapped children and programs.

2. Help in carrying the cause of the visually handicapped student to the school and to the community.

Procedures

Identify key parents involved with the school and arrange a meeting with school people.

Contact each parent of visually handicapped children and seek their commitment to attend meeting.

Schedule meetings of parents and teachers once each six weeks.

Structure the meeting to give the parents a chance to meet informally with teachers before a formal presentation.

Elect a leader of the group.

Invite members of the administrative staff involved with visually handicapped children to attend the parent meetings.

PLACEMENT

Objective

To place in the vision center program all students who are experiencing difficulty in regular class programs because of their visual handicap and are eligible for placement according to State Board of Education Standards Edb - 215 - 04.

Procedures

Receive written referral on a child before placement into the program.

Require that a recent eye examination report and recent individual psycho-educational report be on file before placement be considered.

Develop a placement team consisting of the director of programs for visually handicapped, the teacher who may receive the student, the school psychologist working in the program for visually handicapped and others as is determined locally.

Develop a procedure whereby the director of the program for visually handicapped or his designated representative shall meet with the parents and discuss educational possibilities available in the program and the parents' expectations of the child and the school.

Refer the student to the Education Evaluation Clinic under the direction of the Ohio Department of Education, Division of Special Education for education evaluation and placement recommendation, if a decision cannot be made locally.

Require that final placement decision be made by the placement team for placement into local program for visually handicapped.

Notify the administrator and principal of the sending district and the principal receiving the student in writing of the student's placement into

the program and all pertinent information including: a) responsibility for transportation, b) name and address of school, c) name of teacher, d) time classes begin and are dismissed, e) provisions for lunch, and f) supplies needed.

INTEGRATION

Objectives

1. To continuously assess each child's achievement.
2. To integrate the child into regular program when it appears he will achieve success.
3. To develop written guidelines for justified integration into regular program.

Procedures

Develop a folder for each child that will include:

Baseline data indicating the child's current status in the various areas of instruction.

Plan for working with the child for the next week and next six weeks. These plans shall be in the form of written measurable objectives.

The child's daily schedule.

Reach agreement on integration of student into regular program.

Require that the child should be functioning on approximately the same achievement level as the regular class.

Require that the child participate in all activities performed by members of the regular class with the exception of listed adaptions agreed upon prior to integration.

Provide for any necessary adaptations on a joint basis by those agreeing to integration.

Devise periodic evaluation system to assure that the child continues to profit from integration.

Establish procedures for departing from vision center and entering regular class before integration begins with emphasis on getting to and from regular class.

Assist child in being aware of all class skills necessary for successful participation in regular class. These skills might include:

Taking notes

Following directions

Knowing when and how to request special adaptions

Which adaptions are permissible and which are not

PHYSICAL ORGANIZATION

Objective

To develop zones or areas in the vision center classroom to accommodate a variety of activities.

Procedures

House the vision center unit in a regular school building in a regular or large sized classroom.

Provide for the following areas within the classroom:

Major instructional area
Small group discussion area
Audio listening area
Physical activity area
Individual work stations or carrels
Library
Aids and appliance storage area
Individual instructional area
Activities area to include "home economics and industrial arts" types of activities

ORIENTATION TO MOBILITY

Objectives

1. To develop the student's mobility so that he can be successful in his widening physical and social environment.
2. To develop on the part of the student an awareness that he needs to interact with his physical and social environment.

Procedures

Identify body parts to develop a better self image.

Develop correct sitting and standing habits, foot placement, gait, and head carriage.

Develop an understanding of and proper use of terms as related to environmental clues.

Develop the ability to execute physical activity successfully.

Develop the ability to identify, discriminate, interpret and localize sound.

Develop the ability to identify, discriminate, interpret and localize smells and odors.

Develop the ability to move successfully within the school setting with the ultimate goal being mental images of his environment.

DAILY LIVING SKILLS

Objective

To develop the student's daily living skills so he can succeed in taking care of his own needs and in getting along with his peers.

Procedures

Develop units of work dealing with:

- Good health activities
- Appropriate dress
- Communication with sighted peers
- Organization of belongings
- Care and use of money
- Family living
- Safety
- Responsible citizenship
- Appreciating, creating and enjoying beauty

ADAPTIVE PHYSICAL ACTIVITIES

Objectives

1. To develop the child's ability to participate in physical activities adapted only to the degree required by his handicapping condition.
2. To expand the variety of physical activities the child is interested in — especially leisure-time activities.

Procedures

Determine the extent to which each individual child can safely participate in regular physical activities.

Determine those physical activities which must be adapted to the child's limited vision.

Conduct daily adapted physical activities within the classroom, especially at the elementary level.

Integrate children into regular physical education classes for those activities they are able to participate in. Integration should be according to accepted integration policies.

Conduct activities for physical development that will improve the level of fitness and that will give exposure to activities which could be carried over for enjoyment and continued physical fitness in later life.

Develop co-educational physical activities such as dancing, swimming, bowling, and horseback riding.

Develop a field trip program that will give exposure to activities in which the visually handicapped student could participate. These might include bowling, swimming, fishing, hiking, horseback riding, gardening, wrestling, golf, etc.

Develop a field trip program that will give exposure to activities in which the visually handicapped student could participate as a spectator.

EDUCATIONAL RESOURCES

Objective

To develop the child's awareness of resources available to the visually handicapped person.

Procedures

Explore with the students the use of special aids and appliances available, and the sources of these.

Develop the use of special map and graph resources.

Explore with students the uses of low vision aids.

Develop a list of state and local agencies and services available.

Provide models and real objects suitable for tactual exploration.

STUDY SKILLS

Objective

To develop the child's ability to study academic material.

Procedures

Help students to develop typing skills.

Aid students in developing the multi-sensory approach to learning.

Assist the student in the effective use of reference materials.

Develop desirable study habits.

Assist the student in developing an effective method of taking notes and taking tests.

Develop listening skills beginning in the primary grades. (Programmed instruction in the development of listening skills is available in recorded and printed form from several educational publishers. Programmed instruction in recorded form is also available on loan from the Ohio Resource Center for Visually Handicapped.)

CHANNELS OF LEARNING

Objective

To use appropriate channels for learning based upon the student's visual functioning.

Procedures

Assess each student's visual functioning prior to entrance into the program to determine the appropriate channels for learning.

Provide periodic assessment to determine the student's continued visual functioning.

Teach braille to those students using braille as the chief channel of learning.

Assist the students in the development of techniques in using the auditory channel of learning.

Assist students in utilizing residual vision.

Assist the students in developing a multi-sensory approach to learning.

VOCATIONAL DEVELOPMENT

Objective

To develop the student's vocational skills so that he may become a productive member of society as an adult.

Procedures

Develop a positive attitude toward work beginning at the primary level.

Discuss personal goals, aspirations, and occupational preferences in group and individual sessions.

Begin at the intermediate level and junior high level to investigate specific jobs and their suitability for the visually handicapped.

Develop, at the junior high level, a list of job areas suitable for visually handicapped and pertinent information about each area, such as —

- Desirable attitudes
- Essential aptitudes
- Skills needed
- Possibilities of employment locally

Involve all available community resources in vocational planning. Some of these would include:

- Regional Vocational Counsellors from the Division of Services for the Blind
- Vocational Rehabilitation Commission
- Employment Bureau
- Area Vocational Schools
- Societies for Aid of the Blind
- Local Lions Club

Involve parents in all vocational study and planning at all levels.

Identify those areas where the student is vocationally weak and assist in strengthening those areas. The areas might include:

Orientation to mobility
Typing skills
Working within a group
Following directions
Working independently
Good grooming
How to ask for assistance
How to politely refuse assistance
Resources designed to assist visually handicapped people
Applying for a job
Financial matters such as check writing, saving, budgeting, charge accounts, credit buying

Develop a field trip program to local industries and places of employment to give the visually handicapped student a general exposure to types of jobs which are available in the community.

Invite representatives from various industries to come into the class to discuss job requirements, job applications, and employment possibilities.

Develop, as part of the last year of junior high or first year of senior high, a vocational counselling program.

Expand for those students going on to post-high school education, realistic occupations for visually handicapped individuals, restrictions because of visual limitations, and biases of employers toward visually handicapped.

Develop work experiences as part of the required curriculum for those not going to college.

USE OF AUDIO EQUIPMENT

Objective

To develop the student's ability to use audio equipment effectively in the learning process.

Procedures

Train each of the students in the use of all audio equipment at the earliest possible age.

Train students in the use of rapid speech and compressed speech.

Instruct students in effective and efficient use of taped lessons and taped tests.

Develop with students procedures for taking notes on a tape recorder.

Expand the use of the tape recorder for recreational activities.

USE OF TEACHER AIDES OR VOLUNTEERS

Objective

To assist the teacher in providing for special needs of visually handicapped children.

Procedures

Train teacher aides or volunteers to assist the teacher in the following areas:

Preparation of materials
Clerical duties
Assistance in field trips
Assistance in good grooming activities
Drilling, reviewing, explaining, and encouraging
Physical activities
Summer programs
Helping students with their typing
Use of special equipment
Taping lessons

INDIVIDUAL SERVICES — VISUALLY HANDICAPPED

A variety of state-sponsored services are available to school districts to assist in providing appropriate educational opportunities to individuals.

These services are:

A. Tutoring Services for Visually Handicapped Children
B. Student Reader Service for Children with Visual Handicaps
C. Transportation of Physically Handicapped Children
D. Ohio's Resource Center for Visually Handicapped
E. Federal Quota Program
F. Educational and Medical Clinic

An explanation of the individual services and appropriate forms is presented in this section.

A. Tutoring Services for Visually Handicapped Children
(Program Standards EDb-215-10)

(1) **Eligibility**

(a) Visually handicapped children (State Board of Education Standards, Section 04) may be considered for individual tutoring under one of the following criteria:

(i) No suitable special education program is available.

(ii) Transfer to a regular school program from an approved special education program for visually handicapped children.

(iii) Unable to attend school for a full day due to some other physical problem in addition to the visual handicap.

(iv) The service has been recommended by the Educational Clinic Team and the Review Committee.

(2) **General Information**

(a) The superintendent of schools (or his designated representative) shall sign all applications for tutoring.

(b) Approval may be made for a school year or a specific period of time during any current school year.

(c) The teacher employed by a board of education for tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which she is assigned.

(3) **Reimbursement**

(a) The Division of Special Education may approve $1.50 per hour for individual tutoring for visually handicapped children at a rate of not less than $3.00 per hour, and one-half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The approval for individual tutoring shall not exceed a maximum of 5 hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) **Data to be Submitted**

(a) All applications must be completed in duplicate and submitted to the Division of Special Education. One copy of the following reports should accompany the application:

(i) Report of psychological examination to determine child's ability to benefit from the tutoring services.

(ii) Current eye report by qualified examiner to show type and extent of child's visual impairment.

(b) Reimbursement claims for all approved individual tutoring for visually handicapped children shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

Submit in **Duplicate** Ohio Department of Education Form SE 10 (c)
DIVISION OF SPECIAL EDUCATION
933 High Street, Worthington, Ohio 43085

APPLICATION FOR INDIVIDUAL TUTORING FOR VISUALLY HANDICAPPED CHILDREN

School District _____ County _____

Name of Child _____

Address _____ City _____ County _____

Date of Birth _____ Age _____ Grade in School _____

Measured Intelligence: Name of Test _____ Date Administered _____ Total I.Q. _____

Did child formerly attend special class? Partially Seeing _____ Blind _____

Where? _____ How long? _____

Name of school child now attends _____

Principal _____

Name of Tutor _____

Type of Certificate Held _____

The following must accompany this application:

1. A recent eye report. This should be one completed within the year of date of application.
2. A summary of child's school program.

(See Section 10 (c) of State Board of Education Program Standards for Special Education)

*Approved: Yes _____ No ____

Date _____

_____
Director, Div. of Sp. Ed.

Signed _____

_____
Title

_____
Address

_____
Date

* The Division of Special Education will reimburse $1.50 per hour on individual tutoring at a rate of not less than $3.00 per hour and one-half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

B. Student Reader Service for Children with Visual Handicaps

(1) *Eligibility*

(a) Reader service may be approved for visually handicapped children (State Board of Education Standards, Section 04) in the sixth grade and above who are visually unable to meet the reading requirements of their grade level.

(2) **General Information**

(a) The superintendent of schools (or his designated representative) shall sign all applications for reader service.

(b) Approval may be granted for a school year or a specific period during the current school year.

(c) The student reader employed by the board of education shall be chosen by the superintendent of schools or the principal of the school in which service is given. He shall be supervised by the principal or a teacher designated by the principal.

(3) **Reimbursement**

(a) The Division of Special Education may approve reader service at a rate of $1.00 per hour.

(b) The approval for reader service shall not exceed a maximum of ten hours per week. The total number of weeks shall not exceed the total number of weeks the school district is legally in session.

(4) **Data to be Submitted**

(a) Reimbursement claims for all approved reader service shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

C. Transportation of Physically Handicapped Children
(Program Standards EDb-215-11)

(A) **Eligibility**

(1) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section 01-05) attending a special class program approved by the Division of Special Education.

(2) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section 01-04) attending a regular class in public and/or parochial school.

(3) Transportation may be approved for emotionally handicapped children (State Board of Education Standards, Section 06) only

Submit in **Duplicate** Ohio Department of Education Form SE 10 D
DIVISION OF SPECIAL EDUCATION
933 High Street, Worthington, Ohio 43085

APPLICATION FOR READER FOR CHILD WITH VISUAL HANDICAP

School District _____ County _____

Name of Child _____

Address _____ City _____

Date of Birth _____ Age ____ Grade in School _____

Measured Intelligence: Name of Test _____ Date Administered _____ Total I.Q. _____

Did child formerly attend a special class for Partially Seeing? _____ Blind? _____

Where? _____ How Long? _____

Name of School child now attends _____ Principal _____

Name of Student Reader _____ Grade _____

The following must accompany this application:

1. A recent eye report. This should be one completed within the year of date of application.

2. A summary of child's school progress.

(See Section 10 (D) of State Board of Education Program Standards for Special Education)

Approved: Yes _____ No _____

Not to exceed 10 hours per week at $1.00 per hour*

Date: _____

_____
Director, Division of Special Education

Signed _____

Title _____

Address _____

Date _____

* See Section 10 (D) (3)

when attending a special class program for emotionally handicapped approved by the Division of Special Education.

(B) **Reimbursement**

(1) Contract or Board-Owned Vehicles

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation up to $2.00 per day per child in average daily membership and one half of the actual cost in excess of $2.00 per day.

(2) Other Reimbursable Costs

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation on public transportation.

(b) The Division of Special Education may approve for reimbursement the actual costs for guide service for visually handicapped children (State Board of Education Standards, Section 04), not to exceed $1.25 per day per child.

(C) **Data to be Submitted**

(1) Applications for transportation of physically handicapped children to regular school must be signed by a licensed physician and submitted annually in duplicate to the Division of Special Education.

(2) Applications for transportation of physically and/or emotionally handicapped children to special class programs approved by the Division of Special Education shall be submitted annually in duplicate by the school district transporting the child.

(3) Reimbursement claims for approved transportation shall be submitted by August 1 of each year on the designated claim forms to the Division of Special Education.

D. Ohio's Resource Center for Visually Handicapped
(formerly Central Registry)

Ohio's Resource Center for Visually Handicapped, formerly known as Central Registry, has recently undergone some revisions in an attempt to provide more effective and efficient services to visually handicapped students and the school districts in which they reside.

The most significant change is that Ohio's Resource Center for Visually Handicapped, as of September 1, 1971, will be processing Federal Quota orders. This is being done in an attempt to provide a coordinated approach in supplying educational materials for visually handicapped.

Ohio's Resource Center for Visually Handicapped has the following objectives:

Submit in **Duplicate** Ohio Department of Education Form SE 11 (c) 1

DIVISION OF SPECIAL EDUCATION
933 High Street, Worthington, Ohio 43085

APPLICATION FOR TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILDREN TO REGULAR PUBLIC SCHOOL PROGRAM

School District _____ County _____

Name of Child _____

Date of Birth _____ Grade _____

Transported to:

_____ _____
(Name of School) (City)

Number of miles from home to school (one way) _____

Rate per day, week or month (**Circle**) Amount: _____

Type of conveyance _____ (Check) Group _____ Individual _____

_____
School Year for Which Service Is Requested

_____
SUPERINTENDENT OR DESIGNATED REPRESENTATIVE

_____
Date of Application

_____
(Address)

PHYSICIAN'S REPORT
(To be filled out by attending physician)

Name of Child _____ Date of Medical Examination _____

Type of Handicap: (Check) Blind ____ Deaf ____ Hard-of-Hearing ____ Crippled ____

Diagnosis of handicapping condition _____

_____

Is this child's physical handicap serious enough to make special transportation services to school necessary? (Check) Yes _____ No _____

Probable period child will need special transportation to school. Indicate number of months _____

*Approved: _____
Disapproved: _____
Date: _____

_____
Director, Division of Special Education

Signed _____
Name of Physician
Address _____
Date _____

* Reimbursement is based on Section 11 (B) of the State Board of Education Program Standards for Special Education

Submit in **Duplicate** Ohio Department of Education Form SE 11 (c) 2

DIVISION OF SPECIAL EDUCATION

933 High Street, Worthington, Ohio 43085

APPLICATION FOR TRANSPORTATION OF HANDICAPPED CHILDREN TO PUBLIC SCHOOL SPECIAL EDUCATION PROGRAM

School District _____ County _____

Name of Child _____

Date of Birth _____ Grade _____

Type of Handicap: (Check) **Spec. Ed. Program in which child is enrolled.**

Crippled _____ Hard of Hearing _____ Neurologically Handicapped _____

Deaf _____ Visually Handicapped _____ Emotionally Handicapped _____

Transported to:

_____ _____
(Name of School) (City)

Number of miles from home to school (one way) _____

Rate per day, week or month (**Circle**) amount: _____

Type of Conveyance _____ (Check) Group _____ Individual _____

_____
School Year for Which Service Is Requested

_____
SUPERINTENDENT OR DESIGNATED REPRESENTATIVE

_____
Date of Application

_____
Address

_____

*APPROVED: _____

DISAPPROVED: _____

DATE: _____

_____
Director, Div. of Special Education

* Reimbursement is based upon Section 11 (B) of the State Board of Education Program Standards for Special Education

1. To effectively operate a state unit for the registration and distribution of educational materials used in the education of blind and partially seeing students.
2. To coordinate all available resources within the state to prevent waste and unnecessary duplication and minimize the time required in matching available materials to the needs of blind or partially seeing students.
3. To encourage and assist teachers in the production, materials aquisition, and utilization of instructional materials that will best meet the educational needs of their individual students.
4. To coordinate the Federal Quota procedures in cooperation with the Division of Special Education.

SERVICES OF THE RESOURCE CENTER

1. Assist in arranging for the loan of materials from one school system to another.
2. Arrange for the loan of materials from the Resource Center.
3. Provide all educational institutions with information concerning availability of educational materials for visually handicapped students.
4. Process Federal Quota orders to be forwarded to the American Printing House for the Blind.
5. Duplication of tape recordings.
6. Taping of textbooks and other printed materials for visually handicapped students throughout the state.
7. When materials are no longer of service to visually handicapped children in local school districts, the local school district is encouraged to return the materials to Ohio's Resource Center for Visually Handicapped, Ohio Department of Education, Ohio State School for the Blind, 5220 North High Street, Columbus, Ohio 43214.
8. Conduct the annual Blind Registration for legally blind students throughout the state.
9. All requests should be directed to:
   Cordinator
   Ohio's Resource Center for Visually Handicapped
   Ohio Department of Education
   Ohio State School for the Blind
   5220 North High Street
   Columbus, Ohio 43214
   Telephone: (614) 888-0707

E. Federal Quota Program

Purchase of Textbooks and Materials for Blind Children

This program is assigned to Ohio's Resource Center for Visually Handicapped for the distribution of federal aid for materials and tangible apparatus for blind children which is administered through the American Printing House for the Blind, Inc., Louisville, Kentucky.

The original legislation in this field was approved by Congress in 1879 "to promote the education of the blind." The American Printing House for the Blind, Inc. was the agency officially designated to supply educational materials for all blind pupils in the United States.

The original legislation provided for blind children in residential schools. This law was amended in 1956 and 1970 to provide additional funds and extend eligibility to all blind children enrolled in an educational program. This new legislation also provided for a means of registration for all legally blind children and placed the responsibility for this act upon the "chief state school officer of each state."

The following criteria were established in the 1956 and 1970 legislation:

1. The visual handicap was defined: "Central visual acuity of 20/200 or less in the better eye with correcting glasses of a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."
2. All legally blind children registered must be enrolled in an educational program and under instruction on the first Monday each January.
3. Allocation is determined by the American Printing House for the Blind, Inc. by dividing the annual federal amount appropriated by the total number of children registered that year. Each state's quota amount is credited to the State Department of Education.
4. Books and tangible apparatus are furnished only upon the approval of the certifying state school officer.
5. All children registered as of January in any given year become eligible for materials and books between July 1 of that particular year through June 30 of the following year.

Procedures

1. Ohio's Resource Center for Visually Handicapped in conjunction with the Division of Special Education has developed registration procedures for all educational programs in Ohio.
2. Ohio's Resource Center for Visually Handicapped instructs all educational programs regarding registration and ordering procedures.

3. A record is kept of all requests for materials requested, loaned or returned.
4. All materials purchased through this program become the property of the Ohio Department of Education.
5. All orders for books and tangible apparatus must be made according to regulation and on the forms supplied by the American Printing House for the Blind.
6. All orders for any materials for blind children should be forwarded to Ohio's Resource Center for Visually Handicapped, 5220 North High Street, Columbus, Ohio 43214. Orders should not be sent directly to the American Printing House for the Blind, Inc.
7. When materials ordered through this program are no longer of service to blind children in local school districts, they should be either registered with or returned to the Ohio's Resource Center for Visually Handicapped, Ohio State Department of Education, Ohio State School for the Blind, 5220 North High Street, Columbus, Ohio 43214.

Educational Evaulation Clinics

Educational Clinics for hearing impaired children and for visually handicapped children are maintained cooperatively by the Division of Special Education, The Ohio State School for the Blind, and the Ohio School for the Deaf. These clinics are held monthly at the two residential schools in Columbus. Educational, psychological, and communication evaluations (including hearing, language, speech reading, and functions of own aid) are completed at the Educational Clinic without charge. A case history is taken by one of the members of the Educational Clinic Team during an interview with the parents while the child's evaluations are being completed.

On the day of the clinic appointment, following the evaluations and the subsequent staffing by members of the clinic team, a counselling session is provided for the parents of each child. Since the function of the Educational Clinic Team is one of factfinding rather than one of decision-making, exact educational recommendations cannot be made at that time. However, the findings of the audiological, educational, and psychological evaluations are reviewed, in detail, with the parents and opportunities are provided for them to ask questions and to discuss the interpretation of the information provided.

Following the examination of the child, prepared reports from the members of the Educational Clinic Team are transmitted to a Review Committee consisting of three members appointed by the State Board of Education. Membership on this committee, at the present time, consists of the Director of Special Education, the Superintendent of the Ohio State

FEDERAL QUOTA ORDER BLANK

American Printing House for the Blind, Inc.

1839 Frankfort Ave. — Box 6085 — Louisville, Kentucky 40206

APH USE ONLY		CUSTOMER'S USE
Customer Number _____	**SAMPLE**	Order Date _____ Order Number _____
APH Order Number _____		Order Approval _____ Authorized Signature

Ship To Receiving School

Bill To Ohio Division of Special Education
Ohio's Resource Center for Visually Handicapped
5220 North High Street
Columbus, Ohio 43214
Zip Code

DOUBLE SPACED TYPING. List each type of material, that is, Braille, Talking Books, on a separate order blank. Indicate correct catalog numbers.*

Quantity	APH Use Only Code	*Catalog Number	Description	Unit Price	Net Amount
4		4-2106	Our United States (Text) 5 v		
4		4-2107	Our United States (Workbook)		
			NOTE: Submit orders in **TRIPLICATE** and indicate on each sheet type of materials being ordered (Braille, Large Type, etc.) If you have correspondence directly with the American Printing House for the Blind, Inc. regarding an order, send a copy of the letter to this office so that our records may be kept accurately.		

NO RETURNS ACCEPTED WITHOUT AUTHORIZATION

School for the Blind or the Superintendent of the Ohio School for the Deaf, and one member appointed by the Superintendent of Public Instruction. The committee reviews each case individually and makes recommendations to the office of the Assistant Superintendent of Public Instruction on the basis of the child's educational needs, the availability of suitable programs in the state, and placement. These recommendations are then sent from the Office of the Assistant Superintendent of Public Instruction to the superintendent of the child's local school district who made the initial referral. The local superintendent, or the person to whom the authority for school placement is relegated, then has the responsibility for notifying the parents and all members of the school staff involved in programming the child of the clinic findings and the recommendations of the Review Committee.

Clinic appointments are made only upon request from the superintendent of the school district in which the child resides or by the superintendent's designated representative. Forms utilized in making application for these services are: Form SE 2.2 "Referral of Deaf Child" or, Form SE 5.0-2 "Referral of Visually Handicapped Child."

It is necessary for the Eye Examination Report (reverse side of SE 5.0-2) to be completed by an eye specialist and for the Otologist's Report (reverse side of SE 2.2) to be completed by an ear specialist before submitting the referral form to the Division of Special Education. Any pertinent information regarding previous evaluations, school experience and special problems noted should accompany the referral.

The applications are processed and the clinic schedules prepared by a Clinic Coordinator at the Division of Special Education. Appointment notices are sent approximately two weeks prior to the appointment date to the personnel of the school district making the referral. A Columbus area map is also provided which should provide assistance to the driver in locating the appropriate school where the evaluations will be completed.

Medical Clinic

Children may, at the discretion of the Review Committee, be referred for further examination and study to the Medical Clinic Team when the past history, the nature of the case and/or the findings of the Educational Clinic Team indicates that additional information of a medical nature is necessary. A pediatrician, an ophthalmologist, an otolaryngologist, and a neurologist constitute the Medical Clinic Team. The services of these medical consultants are provided through the cooperation of the Ohio Department of Health. This clinic is held monthly during the school year, in the hospital of either the Ohio State School for the Blind or the Ohio School for the Deaf.

A complete report of the Medical Clinic Team is transmitted back to the Review Committee. Any further suggestions resulting from this

medical evaluation will be sent in a written report, including a summary of the medical clinic findings and recommendations, to the local superintendent. Copies of the findings of both the Educational Clinic and the Medical Clinic are also forwarded to the family physician or to the doctor who will be responsible for implementing the recommendations of the Medical Clinic Team. All children referred to the Medical Clinic Team must have been evaluated initially by the Educational Clinic Team.

Population Served

1. According to policies adopted by the State Board of Education in 1960, children to be considered for admission to either the Ohio State School for the Blind or to the Ohio School for the Deaf must be evaluated by the Educational Clinic Team.
2. Children already enrolled in special education classes for hearing impaired children or for visually handicapped children within the State of Ohio may be referred for evaluation by the Educational Clinic Team if the local school authorities conclude that further study of this nature is warranted.
3. Personnel in local school districts who are responsible for school placement for children and who may or may not maintain classes in different areas of special education, may request these available clinical services to assist them in making decisions relative to the most appropriate placement for a child who has either a visual or a communication impairment.

Contact Persons

Requests for additional information on any aspect of these services should be directed to either the Clinic Coordinator or the Chief of the Section for Physically Handicapped. Both are located at the Division of Special Education, 933 High Street, Worthington, Ohio 43085. Telephone: (614) 469-2652.

Please submit in duplicate

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
933 High Street, Worthington, Ohio 43085

Form SE 5.0-2

REFERRAL OF VISUALLY HANDICAPPED CHILD

To: S. J. Bonham, Jr., Director, Division of Special Education

From: _____
Name of referring school district — County

_____
Mailing Address

I. **Identifying Data**

A. Child's Name _____
Last — First — Middle

B. Sex _____ Birthdate _____ Age _____ (yr. mo.) Grade _____

C. Parents' Names _____
Father — Mother

D. Parents' Address _____
Number — Street — City

E. Telephone _____ Date Referred _____

II. **Educational History**

A. SCHOOLS ATTENDED — DATES — GRADES

_____

_____

_____

B. Please attach copy of educational history, summary of marks and record of standardized group test results.

C. If child is not in school now, give reasons: _____

_____

_____

III. **Previous Studies:** (Check)

A. Psychologist _____ E. Health Department _____

B. Physician _____ F. Juvenile Court _____

C. Clinic _____ G. Neurologist _____

D. Psychiatrist _____ H. Other _____

Please attach copy of report of any previous study indicated above. If not available, include name and address of person conducting study.

IV. **Purpose of Referral:** _____

_____

_____

V. **Signature of Superintendent or Designated Representative:**

_____
Date — Title — Signature

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
933 High Street, Worthington, Ohio 43085

Eye Examination Report

Name _____ Address _____

School _____ City _____ Grade _____ Birth Date _____ Sex _____

Visual acuity without glasses: O.D. _____ Near O.D. _____ Point

O.S. _____ Near O.S. _____ Point

Correction giving best vision: O.D. _____ Near O.D. _____ Point

O.S. _____ Near O.S. _____ Point

History:

Examination:

Diagnosis:

Recommendations for care:

Is the condition stationary?

Examiner _____

Professional Title _____

Address _____
(Street)

City _____

Date of Examination _____

Please return in duplicate

Appendix A

SUGGESTED SPECIAL EQUIPMENT FOR VISION CENTER

The following is a partial list of some of the equipment and materials which may be used depending on the specific needs of individual students.

Braillewriters
Typewriters — large and small print
Talking book machines
Tape recorders (reel and cassette)
Language masters or similar kinds of machines
Magnifying devices
Record players
Radio
Relief maps
Reading stands
Relief globes
Braille slates and styli
Pocket slates
Math aids for visually handicapped students
Braille clock
Braille rulers
Script-letter sheets and boards
Braille and large print books
Spelling frame for braille and large print
Arithmetic slate and type
Programmed instruction
Science labs
Large print and braille encyclopedias
Large print and braille dictionaries
Tapes for student use
Low vision aides appropriate for students assigned to the unit, as recommended by the eye specialist
Film strip projector for individual and class use
Overhead projectors
Appropriate reference materials
Other aids and appliances available from the American Printing House for the Blind and other sources.

Appendix B

SOURCES OF EQUIPMENT AND MATERIALS VISUALLY HANDICAPPED CHILDREN

This is a partial list of sources of equipment and materials for use in programs for visually handicapped children. The suggested list is not intended to advertise for products of any commercial concern; equally satisfactory materials and products may be obtained from other companies.

It is hoped that teachers and other personnel involved in programming for visually handicapped children will find many of these resources useful and will send information about new sources of materials and equipment to the Ohio Division of Special Education for future listings.

American Foundation for the Blind, 15 W. 16 St., New York, N. Y. 10011

American Optometric Association, 7000 Chixpews St., St. Louis, Mo. 63119

American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky. 40206

American Thermoform Corporation, 8640 E. Slavson Ave., Pico Rivera, Calif. 90660

Bell & Howell Co., Micro Photo Division, Duopage Dept., 1700 Shaw Ave., Cleveland, Ohio 44112

Dakota Microfilm Company, 501 N. Dales St., St. Paul, Minn. 55103

General Mills, Inc., Betty Crocker, 9200 Sayzata Blvd., Minneapolis, Minn. 55440

Golden Press, 850 Third Ave., New York, N. Y. 10022

Harper & Row, 49 E. 33nd St., New York, N. Y. 10016

Howe Press, 175 N. Beacon St., Watertown, Mass. 02172

Keith Jennison Books, 575 Lexington Ave., New York, N. Y. 10022

Large Print Publications, 11060 Fruitland Drive, North Hollywood, Calif. 91604

Lighthouse Low Vision Services, New York Association for the Blind, 111 East 59th St., New York, N. Y. 10022

Macmillan Company, 866 Third Ave., New York, N. Y. 10022

National Aid to Visually Handicapped, 3201 Balboa St., San Francisco, Calif. 94121

National Society for the Prevention of Blindness, 79 Madison Ave., New York, N. Y. 10016

New York State School for the Blind, Richmond Ave., Batavia, N. Y. 14020

North Carolina State School for the Blind and Deaf, 3320 Carner Rd., Raleigh, North Carolina 27610

Ohio State School for the Blind, 5220 N. High St., Columbus, Ohio 43214

Pennsylvania Office for Blind, Health and Welfare Bldg., Seventh & Forster Sts., Harrisburg, Pa. 17120

Pennsylvania State Council for the Blind, Dept. of Welfare, Harrisburg, Pa. 17120

Royal National Institute for the Blind, 224-6-8 Great Portland St., London, W. I, England

Science for the Blind, Haverford, Pa. 19041

Charles Scribner's Sons, 597 Fifth Ave., New York, N. Y. 10017

Stannix House, 3020 Chartiers Ave., Pittsburgh, Pa. 15204

Touch Aids, 1730 S. Jumper St., Escondedo, Calif. 92025

Viking Press, Inc., 625 Madison Ave., New York, N. Y. 10022

Walker & Company, 720 Fifth Ave., New York, N. Y. 10019

Watts, 575 Lexington Ave., New York, N. Y. 10022

Appendix C

GUIDE TO AGENCIES AND ORGANIZATIONS CONCERNED WITH VISUALLY HANDICAPPED CHILDREN

Each organization is described in terms of its purpose, membership requirements, publications, sponsorship of conferences, and affiliation with local chapters. Although this listing is not to be considered complete, it will serve as a useful resource in helping educators and parents obtain needed information and service.

American Association for Health, Physical Education, and Recreation
1201 16th St., NW, Washington, D. C. 20036

A national organization to support, encourage, and provide guidance for personnel who are developing and conducting school and community programs in health education, physical education, and recreation. AAHPER includes professional, student, and associate members. Periodical publications are the *Journal of Health, Physical Education, and Recreation* (which includes a monthly column, "Programs for the Handicapped"), the *Research Quarterly,* and "Challenge" (bi-monthly newsletter dealing with physical education and recreation for the mentally retarded). Other publications are also issued. AAHPER includes six district associations and state associations. National, district, and state association conventions are held annually in addition to numerous national, district, and local conferences dealing with specific topics. One unit of AAHPER is "Programs for the Handicapped," which is designed to provide leadership preparation, research, interpretation and development of programs, and distribution of materials for all areas of adapted physical education, corrective therapy, recreation for the ill and handicapped, therapeutic recreation, and health and safety problems of the handicapped.

American Association of Workers for the Blind, Inc.
1511 K St., NW, Suite 637
Washington, D. C. 20005

The American Association of Workers for the Blind offers assistance to the promotion of all phases of work for and in the interest of the blind and to the prevention of blindness throughout the Americas. Membership ($15 — regular, $5 — student) is open to persons interested in the welfare of the blind or in the prevention of blindness. State and local chapters exist throughout the country. Periodical publications are *Blindness* (an-

nually), *The New Outlook for the Blind* (monthly, $6), annual convention proceedings, pertinent papers, and the newsletter "News and Views." In addition, professional handbooks are published. Meetings include biennial conventions, biennial regional conventions, annual state chapter conventions, and other institutes and workshops.

American Foundation for the Blind
15 W. 16th St., New York, N. Y. 10011

The American Foundation for the Blind is a private, nonprofit agency which serves as a clearinghouse on all pertinent information about blindness and promotes the development of educational, rehabilitation, and social welfare services for the blind and deaf-blind children and adults. Services include publications in print, large type, recorded, and braille forms (limited), manufacture and sale of special aids and appliances for use by blind people, and recording and manufacture of talking books. Additional services are field consultation, research, personnel referral service, legislative consultation and action, public education, operation of a special library, fostering of improved programs, service information and referral, and processing and distribution of identification cards for one-fare travel concession for blind persons. Several periodical publications are issued including "AFB Newsletter" (quarterly, free), *New Outlook for the Blind* (monthly, $6, ink, braille, recorded), and "Talking Book Topics" (six times a year, free to blind persons). Numerous professional and public information books and pamphlets are published (some free). Institutes and conferences are held.

American Optometric Association
7000 Chippewa St., St. Louis, Mo. 63119

As a federation of associations of state, zone, and local optometric societies, the American Optometric Association works to advance, improve, and enhance the vision care of the public and to encourage and assist in the improvement of the art and science of optometry. Membership is for optometrists who have graduated from an accredited school of optometry and passed the licensing examination of the board of optometry in the state of practice. Dues vary according to the local society. Publications of the association are the *Journal of the American Optometric Association* (monthly, $7.50) and "The AOA News" (monthly). An annual congress and various educational conferences are held.

American Printing House for the Blind
1839 Frankfort Ave., Louisville, Ky. 40206

Operating under an annual appropriation from Congress to promote the education of the blind, the Printing House is a non-profit publisher of literature for the blind and partially seeing. Braille books, braille music, large type textbooks, talking books, recorded educational tapes, tangible aids and other educational aids for the blind are produced.

American Rehabilitation Counseling Association
of the American Personnel and Guidance Association
1607 New Hampshire Ave., NW, Washington, D. C. 20009

The Association works to emphasize the social concept that conservation of human resources merits skillful services in the rehabilitation of the handicapped. Membership is for professionals, associates, and students; dues range from $11 to $22. *Rehabilitation Counseling Bulletin* (quarterly, $5) is published by the American Rehabilitation Counseling Association and various books, periodicals, and films are available through the American Personnel and Guidance Association. ARCA has state and local branches and participates in the ARGA Annual Convention.

Association for Education of the Visually Handicapped
711 14th St., NW, Washington, D. C. 20005

The association publishes periodicals and other communicative media to evaluate problems and provide solutions, to disseminate professional information, and to stimulate an effort toward higher standards in personnel programs and facilities. Membership is available to professional workers, parents, and interested adults (dues range from $15 to $25). Publications are the newsletter "Fountainhead" (5 times yearly, $4) and the journal *Outlook*.

The Council for Exceptional Children
1201 16th St., NW, Washington, D. C. 20036

A professional organization, CEC works to promote the adequate education of handicapped and gifted children through cooperation with education and other organizations and individuals and through encouraging good professional relationships with various disciplines. Membership, which is organized with chapters at the local level and federations or branches at the state or provincial level, is open to special educators and other interested persons. Dues range from $15 to $21 depending upon state of residence. CEC contains the following divisions for persons interested in a particular exceptionality or aspect of special education: Association for the Gifted; Council of Administrators of Special Education; Council for Children with Communication Disorders; Division for Children with Learning Disabilities; Division on the Physically Handicapped, Hospitalized, and Homebound and Teacher Education Division. Publications include *Exceptional Children* (10 issues yearly, $10), *Education and Training of the Mentally Retarded* (quarterly, $5), *Teaching Exceptional Children* (quarterly, $5), books and pamphlets, research monographs, and annual convention papers. Annual international conventions, regional conferences, and special conferences are conducted.

Information Center-Recreation for the Handicapped
Outdoor Laboratory, Little Grassy, Southern
Illinois University, Carbondale, Ill. 62901

The information center is primarily concerned with the collection and dissemination of information pertaining to recreation for all handicapped persons. Publications include "ICRH Newsletter" (monthly), *Recreation for the Handicapped: A Bibliography* (yearly), and monographs. The Training Institute for Directors and Staff of Day Camps for the Mentally Retarded is held annually under the sponsorship of ICRH.

National Association of Sheltered Workshops
and Homebound Programs
1522 K St., NW, Washington, D. C. 20005

The purpose of the organization is to establish and maintain high standards of service to handicapped people in agency work programs and to demonstrate the significance of these services in the rehabilitation process. Membership is open to agencies and individuals (dues are dependent upon the size of the workshop). The *Monthly Information Exchange Service* provides information on ongoing programs pertaining to workshops. Studies and surveys are also published. The association has 17 state chapters and holds an annual conference in addition to short-term institutes.

National Catholic Educational Association,
Special Education Department
4472 Lindell Blvd., St. Louis, Mo. 63108

The NCEA Special Education Department coordinates and promotes all the educational activities of the church which relate in any way to the education, training, and care of handicapped children, youth, and adults. Areas of disabilities organized under the framework of the department include acoustical, emotional, mental, orthopedic, and visual. Membership is open to individuals or agencies engaged in some area of Catholic special education. Dues are $10 for individuals and $50 for agencies. Publications include "Special Education Newsletter" (3 issues yearly), *NCEA Convention Proceedings*, and "Directory of Catholic Special Facilities and Programs in the U.S. for Handicapped Children and Adults." The Special Education Department participates in the annual NCEA Convention and arranges individual conferences.

National Committee for Multi-Handicapped Children
339 145th St., Niagara Falls, N. Y. 14303

The committee works to inform the general public of the educational, therapeutic, recreational, and social service needs of children who have more than one handicap. Serving as a clearinghouse for information concerning existing programs for the handicapped, the committee researches the literature in the fields of the blind, deaf, cerebral palsied, and brain-injured. Membership is open to interested persons; no dues are required.

National Society for Low Vision People, Inc.
2346 Clermont, Denver, Colo. 80207

Through programs of training, education, and research, the society works to help people with low vision achieve greater independence. Although the society is not a membership organization, it sponsors various workshops for parents of low vision children.

The President's Committee on Employment of the Handicapped
U. S. Department of Labor, Washington, D. C. 20210

The President's Committee on Employment of the Handicapped is concerned with promoting full and equal employment of all handicapped persons and encourages the removal of barriers which stand in the way of their employment. Members, appointed for three-year terms by the chairman, are national leaders who have an interest in greater opportunities for the handicapped. Each state has a Governor's Committee on Employment of the Handicapped, and nearly 1,000 cities have local committees. All are voluntary. Publications include "Performance" (monthly) and booklets, pamphlets, brochures, and posters. An annual meeting is held in May of each year and ongoing promotional campaigns are conducted throughout the year.

U.S. Office of Education, Bureau of Education for the Handicapped
7th and D St., SW, Washington, D. C. 20202

As one of five bureaus within the Office of Education, the Bureau of Education for the Handicapped serves as the principal arm of the Office of Education in administering and carrying out programs and projects relating to the education of handicapped children, including training of professional personnel, research and development, and the provision of special education services. Bulletins, pamphlets, reports, and surveys are published. The bureau sponsors conferences of professional personnel on subjects involving the education of handicapped children.

U.S. Public Health Service, National Institutes of Health
HEW South Bldg., Rm. 5312, Washington,D. C. 20201

As one of the three major units of the Public Health Service, NIH works to improve the health of citizens by conducting and supporting basic clinical research, training researchers, and educating health professionals to bring research results to practice. Research activities are conducted by six disease oriented institutes: National Institute of Neurological Diseases and Blindness, and also through the National Institute of Allergy and Infectious Diseases, National Cancer Institute, National Heart Institute, National Institute of Arthritis and Metabolic Diseases, National Institute of Dental Research, and also through the National Institute of Medical Sciences and the National Institute of Child Health and Human Development. Numerous publications are issued including periodicals, abstract and index publications, technical publications, and public information pamphlets. Meetings and conferences are conducted.

Appendix D

PROGRAM STANDARDS—VISUALLY HANDICAPPED

Listed below are minimum standards developed and adopted by the Ohio State Board of Education for classes for visually handicapped students. The school district operating the program for visually handicapped has the responsibility to maintain the program within these standards.
EDb-215-04 Program Standards for Special Education Units for Visually Handicapped Children (Adopted August, 1966)

(A) **General**

(1) A special education unit or fractional unit for visually handicapped children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to visually handicapped children.

(3) A special education unit for supervision of a program including classes for visually handicapped children may be approved where there are ten or more units.

(4) The superintendent of the school district of attendance (or his designated representative other than a classroom teacher) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for visually handicapped children shall meet the standards listed below.

(B) **Eligibility**

(1) Children whose visual handicap prevents successful functioning in a regular classrom may be placed in a special education unit when the vision is 20/70 or less in the better eye after correction or when the child cannot read 18 point print at any distance, on the basis of a current examination by an eye specialist.

(2) Visually handicapped children of school age with an intelligence quotient above 50, based upon an individual psychological examination administered by a qualified psychologist, may be placed in the special education unit if they are capable of profiting from an educational program.

(3) Visually handicapped children with an intelligence quotient between 50 and 80 *should be placed in a special program for slow learning visually handicapped children.*

(C) **Class Size and Age Range**

(1) Minimum class size for a unit of visually handicapped children shall be 8.

(2) Maximum class size in a self-contained program shall be determined as follows:

(a) A primary or intermediate unit of children within an age range of 12 to 35 months shall not exceed an enrollment of 12.

(b) A primary or intermediate unit of children within an age range of 36 to 48 months shall not exceed an enrollment of 10.

(c) A junior or senior high school unit of children within a 12 to 35 month age range shall not exceed an enrollment of 14.

(d) A junior or senior high school unit of children within a 36 to 48 month age range shall not exceed an enrollment of 12.

(3) Enrollments in a resource program shall be dependent upon age range, academic achievement, and degree of visual problem, but in no case shall it be fewer than 8 children nor exceed 16 children per unit.

(4) Enrollments in an intinerant program shall be dependent upon age range, academic achievement and degree of visual problem, but in no case shall it be fewer than 8 children per unit.

(5) Combination resource and itinerent programs may be approved by the Division of Special Education based upon a proposal submitted in advance.

(D) **Housing, Equipment and Materials**

(1) A special education unit for visually handicapped children shall be housed in a classroom in a regular school building which meets the standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for visually handicapped children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for visually handicapped children shall provide the special materials and equipment necessary for the instruction of these children.

(a) Textbooks used in the regular grades and corresponding special texts (braille, large type, tapes) shall be provided for the use of visually handicapped children.

(b) Special equipment, such as braille writers, tape recorders, braille slates, typewriters, and talking books, shall be provided according to the educational needs of the children.

(E) **Program**

(1) A special education unit for visually handicapped children may be approved when organized as a unit for partially seeing children, for blind children, or a combination unit for both partially seeing and blind children.

(2) A special education unit for visually handicapped children may be approved when organized as a special class program, as an itinerant teacher plan and/or as a resource room plan.

(3) A special education unit for visually handicapped chlidren may be approved when organized at the elementary or the secondary level.

(4) All records, including physical and psychological data, shall be maintained by the district providing the special education unit and used as a basis for the placement and transfer of children.

(a) Copies of these records shall be provided the special teacher of the unit for her information and guidance in the education of the child.

(b) Appropriate records shall be provided any school enrolling the child in case of transfer.

(5) The educational program shall provide instruction in all academic areas and special skills areas such as braille, daily living and physical activities.

(6) Special education programs for visually handicapped children should provide continuing instructional programs and services from preschool through the secondary levels.

(7) Visually handicapped children assigned to regular classroom programs with children of their own mental and grade levels shall evidence the readiness and ability to profit from this placement and shall be provided with special materials, services and counseling according to their needs.

(8) There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.

(9) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for visually handicapped children.

(F) **Teacher Qualifications**

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

Appendix E

TEACHER EDUCATION AND CERTIFICATION FOR TEACHERS OF VISUALLY HANDICAPPED

(EDb-301-13-05) (Effective January 1, 1972)

(A) **Provisional Certificate**

The provisional special education teacher's certificate to teach visually handicapped children will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Curriculum, instructional materials, and educational media for the visually handicapped

(2) Daily living skills, mobility training, and occupational orientation for the visually handicapped

(3) Education of exceptional children with learning disabilities and behavior disorders

(4) Principles and methods of teaching braille (2 courses in this area)

(5) Observation and student teaching in classes for the visually handicapped

(B) **Renewal of Provisional Certificate**

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

(C) **Professional Certificate**

A provisional special education teacher's certificate to teach the visually handicapped may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

(D) **Renewal of Professional Certificate**

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

(E) **Permanent Certificate**

A professional special education teacher's certificate to teach the visually handicapped may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completing of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.